

**INDIANA DEPARTMENT OF EDUCATION
SUPPLEMENTAL EDUCATIONAL SERVICES**

**2006-2007 COMPLIANCE AND ON-SITE MONITORING REPORT
FOR:**

Failure Free Reading

DOCUMENT ANALYSIS		OBSERVATION		COMPLIANCE	
Tutor Qualifications	Satisfactory	Lesson matches original description	Satisfactory	Criminal Background Checks	In Compliance
Recruiting Materials	Satisfactory	Instruction is clear	Satisfactory	Health/safety laws & regulations	In Compliance
Academic Program	Satisfactory	Time on task is appropriate	Satisfactory	Financial viability	In Compliance
Progress Reporting	Unsatisfactory	Instructor is appropriately knowledgeable	Satisfactory		
		Student/instructor ratio: 5:1	Satisfactory		

ACTION NEEDED: NONE

Provider submitted a revised progress report and a corrective action plan that provided a description of what steps the provider will take to ensure that tutor led lesson time after students have completed the computer based program is more organized and focused.

On-site Monitoring Visit Rubric DOCUMENT ANALYSIS Components

NAME OF PROVIDER: Failure Free Reading
REVIEWER: ST

DATE DOCUMENTATION RECEIVED: April 18, 2007

Providers are required to submit documentation for each component during the site visit. If documentation is not available on-site, the director or head of the provider's organization, the site director, or another authorized representative will be required to submit documentation to the IDOE within seven (7) calendar days of site visit completion. **Failure to submit evidence could result in removal from the approved provider list.** Providers will be given an Unsatisfactory or Satisfactory for each component. Providers receiving an Unsatisfactory for any component may be required to address deficiencies within 7 calendar days of receiving their final report.

COMPONENT	DOCUMENTATION NEEDED	DOCUMENTATION SUBMITTED (IDOE use only)	S	U	COMMENTS
Tutor qualifications	ONE of the following: -Tutor resumes/applications (<u>all tutors</u>) <i>In addition to:</i> ONE of the following: -Tutor evaluations (<u>all tutors</u>) -Recruiting policy for tutors (<u>one copy</u>) -Sample tutor contract (<u>one copy</u>)	-Tutor applications -Tutor contract	X		Tutor qualifications are in line with provider application and provider's recruiting materials. Tutor contract is appropriate.
Recruiting materials	TWO of the following: -Advertising or recruitment fliers -Incentives policy -Program description for parents	-Recruitment brochure -Program description for parents	X		Recruitment brochure is appropriate; information provided is clear for parents, accurate, and in line with provider application. Program description for parents includes statements that are not supported by citations and could be considered misleading.
Academic Program	ONE of the following: -Lesson plan(s) for one class in all subjects offered <i>In addition to:</i> ONE of the following: -Detailed lesson description -Specific connections to Indiana standards -Description of connections to curriculum of EACH district the provider works with.	-Lesson plan -Detailed lesson description -Instructional procedure description	X		Detailed lesson description is in line with provider application and observed lesson. Lessons connect to IN academic standards.
Progress Reporting	TWO of the following: -Sample progress report -Timeline for sending progress reports -Documentation of reports sent	-Sample progress reports -Timeline for reports sent to parents		X	Progress report submitted does not include all of the components from report in provider's original application. Progress reporting timeline appears to be every 15 hours of instruction which is not the same as the monthly progress reporting timeline described in provider's original application.

On-site Monitoring Rubric OBSERVATION Components

NAME OF PROVIDER: Failure Free Reading

DATE: April 5, 2007

SITE: 351 W/ Frakes Street (Sullivan Elementary School)

REVIEWER: MC/ST

TUTOR'S INITIALS (ALL TUTORS OBSERVED): C.M. & J.M.

TIME OF OBSERVATION: 3:35pm

NUMBER OF LESSONS OBSERVED: multiple

During the site visit, IDOE personnel will visit several tutoring sessions to observe lessons being provided. IDOE reviewers will be looking to see that actual tutoring matches lesson plan descriptions that are provided in requested documents, as well as those that were provided in the original provider application; that tutors and students are spending an appropriate amount of time on task; that instruction is clear and understandable; and that instructors seem knowledgeable about lesson content.

Each provider will receive a mark of "Satisfactory" (S) or "Unsatisfactory" (U) for each component. Providers receiving a "U" in any component may be required to address deficiencies within 7 calendar days of receiving their final report. Failure to address deficiencies may result in removal from the state approved list.

COMPONENT	S	U	REVIEWER COMMENTS
Lesson matches original description in provider application	X		Students worked on computer based reading lessons individually at computer stations. Students typically listened to a story online, read the story online out loud and then completed language arts and reading comprehension computer-based activities related to the story. These activities focused on word recognition and fill-in-the blank activities referring to vocabulary from the story. Tutors walked around and checked student progress to ensure that students were finished before the logged off the computers. Once students completed their computer-based lessons, they worked as a group or individually with tutors on Failure Free Reading workbook pages that corresponded with that day's story. Tutors also asked students questions to determine whether students comprehended the main ideas of the story. Observed lesson matches original description in provider application.
Instruction is clear	X		Tutors were able to answer questions posed by students and assist them with navigating the computer program. However, once students finished their computer lessons, students were not always clear on what activity they should begin next which led some students to be off task.
Time on task is appropriate	X		Most students stayed on task and participated appropriately in their lessons. Tutors redirected students when they were off task, however, a few students failed to maintain their focus even after repeated attempts by tutors to redirect them. It appeared that the most common time when students were off task (although one student had difficulty remaining on task during most of the tutoring session) occurred during the transition between computer lessons and tutor directed lesson time with Failure Free workbook pages.
Instructor is appropriately knowledgeable	X		Tutors appeared knowledgeable about Failure Free Reading's curriculum and implemented the instructional sequence as described in the original application. However, during the tutor led lesson time on workbook pages, the tutoring session became a little disorganized as tutors attempted to balance working individually with students while other students waited for their turn to be asked reading comprehension questions and tutors were sometimes challenged with classroom management in their attempts to encourage off task students to remain focused on completing their work.
Student/instructor ratio: <u>5:1</u>	X		Application describes ratio as 6:1, small group instruction. Ratio observed was lower than description in original application.

On-site Monitoring Visit Rubric COMPLIANCE Components

NAME OF PROVIDER: Failure Free Reading
REVIEWER: ST

DATE DOCUMENTATION RECEIVED: April 18, 2007

The following information is rated “Compliance” (C) or “Non-Compliance” (N-C). Selected documentation listed for each component must be submitted as part of the site visit monitoring. If documentation is not available on-site, the director or head of the provider’s organization, the site director, or another authorized representative will be required to submit documentation to the IDOE within seven (7) calendar days of site visit completion. **Failure to submit evidence could result in removal from the approved provider list.**

If a provider is deemed to be in non-compliance with any component for which evidence has been requested, the provider may be contacted and may be required to develop and submit a corrective action plan for getting into compliance within 7 calendar days. If the corrective action plan is not submitted, if the corrective action plan is inappropriate or insufficient, or if the corrective action plan is not implemented, the provider may be removed from the state-approved list.

COMPONENT	REQUIRED DOCUMENTATION	DOCUMENTATION SUBMITTED (IDOE USE ONLY)	C	N-C
Criminal background checks	ALL of the following: -Criminal background checks from an appropriate source for every tutor and any other employees working directly with children.	Criminal background checks	X	
Health and safety laws and regulations	ONE of the following: -Student release policy(ies) <i>In addition to:</i> -Safety plans and/or records -Department of Health documentation of physical plant safety (if operating at a site other than a school) -Evacuation plans/policies (e.g., in case of fire, tornado, etc.) -Transportation policies (as applicable)	-Student release policy -Safety and emergency plan policy	X	
Financial viability	TWO of the following: -Notarized business license or formal documentation of legal status -Audited financial statements -Tax return for the past two years	-Formal documentation of legal status -Verification of established line of credit -Tax returns for FY 04 & FY 05 -Financial Statement for FY 05 & FY 06	X	